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ABSTRACT

The purpose of this project was to develop and validate guidelines which will ensure that vocational materials developed under Bureau of Occupational and Adult Education (BOAE) auspices are free of sex bias. The guidelines serve a three-fold purpose: (1) to provide a guide for development of any materials resulting from BOAE contracts or grants; (2) to provide a checklist for evaluation of any materials developed under BOAE contracts or grants as well as existing vocational education materials; (3) to serve as a guide for the creative use of existing curricula or other materials being used in vocational education classrooms. In order to meet this stated purpose the project scope included development of criteria for acceptability of guidelines and a material analysis instrument. A sampling of commercially and Office of Education produced materials was analyzed and preliminary guidelines were established as a direct result of the analysis. These preliminary guidelines were evaluated by Regional and State Directors of Vocational Education Departments, BOAE funding recipients and the BOAE Project Officer. Reviewer comments were analyzed by Women in Words and Images (WOWI) and a BOAE panel on August 4, 1977. Final guidelines were prepared reflecting this comprehensive review.
(JH)

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* from the original document. *

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Final Report

OCT 5 1979

Contract No. 300760460

GUIDELINES FOR NON-SEXIST VOCATIONAL MATERIALS

Ann M. Stefan
Women on Words & Images

Princeton, New Jersey

November 30, 1977

ED174750

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

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Final Report

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GUIDELINES FOR NON-SEXIST VOCATIONAL MATERIALS

November 30, 1977

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

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(Division of Research and Demonstration)

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I. Introduction

Title IX of Education Amendments of 1972 prohibits sex discrimination "under any education program or activity receiving Federal financial assistance . . ." While this law may not necessarily require the examination of textbooks and curriculum materials for evidence of sex bias, the incidence of sex bias in educational materials has been repeatedly pointed to as a crucial area of intervention. In Dick and Jane as Victims, Women on Words and Images reported a male-female imbalance in story content. A study of eight secondary social studies textbooks, You Won't Do by Dr. Jennifer Macleod, found 1,103 different men mentioned contrasted with 33 women. In 1969, Buford Steffle found only 7% of the workers mentioned in elementary readers were female, while the U.S. Census reported that 37% of the total work force was female. The existence of sex bias is seen more clearly when occupations are considered. Women comprise from 59% to 98% of all workers in the categories of service, retail sales, clerical, and household. While 41% of professional workers are females, three professions are dominated by women -- nursing, elementary teaching, and librarian.

In a 1975 analysis of elementary through post-secondary level career education materials, WOWI found sex bias affecting both females and males. Girls and women are deprived inordinately of career opportunities; boys and men are isolated from the nurturing experience of household and family maintenance. In Vocational Preparation for Women, JoAnn Steiger reports sex bias in curriculum materials for courses in technical occupations. A Comprehensive study of over 200 career guidance materials by Vetter, Stockbugger and Brose reports sex role stereotyping in varying degrees for males and females in occupations depicted as well as language of texts. Even in instances that appear to be unbiased, the use of "he" to refer to both student and worker tended to slant the text.

The purpose of this project is to develop and validate guidelines which will ensure that vocational materials developed under BOAE auspices are free of sex bias. The guidelines would serve a three-fold purpose:

1. to provide a guide for development of any materials resulting from BOAE contracts or grants;
2. to provide a checklist for evaluation of any materials developed under BOAE contracts or grants as well as existing vocational education materials;
3. to serve as a guide for the creative use of existing curricula or other materials being used in vocational education classrooms.

In order to meet this stated purpose the project scope included development of criteria for acceptability of guidelines and a material analysis instrument. A sampling of commercially and Office of Education produced materials was analyzed and preliminary guidelines were established as a direct result of the analysis. These preliminary guidelines were evaluated by Regional and State Directors of Vocational Education Departments, BOAE funding recipients and the BOAE Project Officer. Reviewer comments were analyzed by WOWI and a BOAE panel on August 4, 1977. Final guidelines were prepared reflecting this comprehensive review.

II. Methodology

A. Sample Selection

A preliminary Categories of Classification list was established on an earlier study by WOWI that identified specific areas of sex bias in career education materials as seen in Appendix A. An intended outcome of comparing this list with available sex-fair guidelines was the determination of a comprehensive Category of Classification list pertinent to vocational education materials. Comparison of this list with 15 commercial and non-commercial sex-fair guidelines as seen in Appendix B resulted in the following synthesis of categories:

1. Personal Traits
2. Physical Attributes
3. Occupational Roles
4. Social Roles
5. Language
6. Illustrations
7. Omission
8. Inconsistency within Materials

The resulting instrument used in analyzing materials can be seen in Appendix C.

Initially a sample of 20 commercially produced (C) and 20 BOAE produced materials (BOAE) was specified as the total N to be analyzed. Each (C) and (BOAE) set was to include printed matter and audio visual materials of recent publication. Materials published prior to 1973 were excluded as they would not reflect possible influence of sex-fair guidelines published since 1973. The fifteen OE occupational clusters were to be represented in both (C) and (BOAE). No determination was made as to which clusters would represent overlap. Considerable time and effort expended by WOWI and the BOAE Project Officer resulted in collecting 4 of 20 N (BOAE) materials. Consequently, WOWI and the BOAE

Project Officer expanded the sample definition to 20 BOAE and State Vocational Education Department materials (SD). This definition was considered representative of materials directly as well as indirectly funded by BOAE.

A time delay was experienced during the collection and analyzing phases due to the BOAE retrieval problem. In addition, WOWI felt that analysis of more vocational education materials was needed to ensure that a comprehensive review of sex bias be made. Appendix C, therefore, shows a total 35 N (C) and a total 21 N (SD) of materials analyzed.

A sample collection cut-off date was set by WOWI on March 15, 1977. At that time all occupational clusters but one were represented in the entire sample. Appendix C shows the the (C) sample represents 13 of the 15 clusters and the (SD) samples represents 8 of the 15 clusters.

B. Analytical Procedures

Each material was examined for specific instances of sex bias. Instances were recorded with quotes directly from the materials when appropriate or described when quotes were not feasible. For example, direct quotations concerning different grooming advice for males and females were recorded on a coded card for Physical Attributes. Illustrations, however, were described and page notations made on cards coded for Illustrations. Instances of biased language were recorded or described as the situation required. A material that used the generic "he" throughout was noted as well as materials that used sex neutral language inconsistently. The coded cards for all materials were then separated by category. These categories were then analyzed to determine patterns of sex bias. These patterns formed the basic outline for the preliminary guidelines.

C. Analytical Categories

The analysis procedure discussed above yielded the following synthesis of categories:

1. Language - Six patterns of sex bias emerged.
 - a. Use of generic "he"
 - b. Use of "man" words
 - c. Use of "man" in occupational titles
 - d. Use of non-parallel construction
 - e. Use of perjorative terms
 - f. Inconsistent use of sex-neutral language
2. Occupational Roles - Three broad patterns of bias were observed.

- a. Occupational assignment by sex based on tradition
 - b. Occupational assignment by sex based on assumption that certain character and emotional traits are sex-linked
 - c. Occupational assignment to females based on assumptions regarding family responsibilities
 - d. Leadership assignments assigned primarily to males
3. Social Roles - Two significant patterns were found.
- a. Role assignment based on acceptance of male as breadwinner and female as caretaker of home and children.
 - b. Inclusion of social relationships irrelevant to occupational performance
4. Physical Attributes - The primary bias found here is that female workers are seen as decorative objects.
5. Changing Roles - Three patterns were found regarding the changing roles of men and women today.
- a. Omission
 - b. Limited attempt
 - c. Exemplary
6. Illustrations - Six dominant patterns were observed.
- a. Male/female imbalance
 - b. Tokenism regarding non-traditional occupational roles
 - c. Occupational assignments by sex based on tradition
 - d. Omission of females in leadership roles
 - e. Females shown as decorative objects
 - f. Exemplary sex fair illustrations

Guidelines were established for each of the above patterns. Criteria for sex-fair vocational education materials were determined:

- a. 50-50 balance of males and females in text, narration and illustrations
- b. Use of sex neutral language consistently
- c. Specific mention of issues involved in non-traditional career choice
- d. Occupational descriptions that reflect accurately performance requirements

A set of preliminary guidelines was developed with the above concept of sex fairness as a framework. These guidelines are intended for writers to use when preparing vocational education materials. Two other sets of guidelines were constructed using the analytical categories discussed above. One set is a checklist for evaluating sex bias in vocational education materials. The other is a set of guidelines with suggestions for the creative use of existing sex-biased materials in the classroom.

III. Validation Procedures

Copies of all three guidelines were set to 106 Regional and State Directors of Vocational Education Departments, BOAE funding recipients and educators in the field. Reviewers were invited to anonymously volunteer comments and suggestions, or to evaluate the guidelines using a form provided by WOWI. A sample of these forms can be seen in Appendix E. A total of 29 responses were received by the cut-off date, July 29, 1977.

Reviewers were asked to respond to questions pertaining to the guidelines by using a simple rating scale. The one to five scale used one as the lowest possible rating and five as the highest. The form also invited written comments for each analytical category as well as general comments on the entire guidelines. Tables 1, 2, and 3 show the median ratings received by each question for the three sets of guidelines. Comments were collated by analytical category so that reviewer reaction could be analyzed for each section of the three sets of guidelines. These comments were not treated in a quantitative way, but were consulted during the finalization process.

Table 1 Evaluation Summary for <u>Guidelines for Sex Fair Vocational Education Materials.</u>			
Question	Scale 1-5	N	Median Rating
Ease of Understanding-general	very confusing → very easy to understand	27	4.2
Format	very hard to follow → very helpful	26	4.1
Examples	very confusing → very helpful	25	4.2
Number of Examples	too many → need more	25	3.4

Table 2 Evaluation Summary for <u>Checklist for Sex Fair Vocational Education Materials.</u>			
Question	Scale 1-5	N	Median Rating
Ease of Understanding-general	very confusing → very easy to understand	27	4.0
Format	very confusing → very helpful	25	3.7
Examples	very confusing → very helpful	25	3.8
Number of Examples	too many → need more	26	3.3
Checklist questions	redundant → reinforcing	25	3.8
Feasibility	too long → not long enough	25	2.6

Table 3 Evaluation Summary for <u>Guidelines for Creative Use of Sex Biased Vocational Education Materials.</u>			
Question	Scale 1-5	N	Median Rating
Ease of Understanding-general	very confusing → very easy to understand	28	4.5
Format	very hard to follow → very helpful	28	3.9
Information	insufficient → sufficient	28	4.0
Implementation by teachers	few → all	28	4.0
Expansion into pamphlet form	not useful → very useful	28	4.5

Based on the ratings and reviewer comments, as well as WOWI panel reassessment, the following changes were incorporated for each set of guidelines:

1. Guidelines for Sex Fair Vocational Education Materials

- a. Three categories, Occupational Roles, Social Roles and Changing Roles, were incorporated into one category, Roles - Occupational/Social.
- b. Occupation examples were made specific to vocational education field.
- c. Additional examples inserted in Language, Physical Appearance and Roles sections for clarity.
- d. Elimination of phrase "The term ladies is demeaning to women."
- e. Editorial corrections and changes that did not alter content significantly.

2. Checklist for Evaluating Sex Fair Vocational Education Materials

- a. Occupation examples made specific to vocational education field.
- b. Additional examples inserted for reinforcement.
- c. Editorial corrections and changes that did not alter content significantly.
- d. Checklist printed separately and inserted in Guidelines for Sex Fair Vocational Education Materials.

3. Guidelines for the Creative Use of Biased Materials in a Non-Biased Way.

- a. Guidelines printed in separate pamphlet.
- b. Occupation examples made specific to vocational education field.
- c. Introduction directed specifically to vocational education teachers.
- d. Directions on use of guidelines in the classroom included.

- e. Editorial corrections and changes that did not alter content significantly.

One other major change was required before the final guidelines were printed. Originally, actual illustrations from existing vocational education materials were to be used to graphically reinforce major points in the guidelines. Most publishing companies refused to grant permission for the use of their graphics. Several felt that one or two biased illustrations from a material might imply to readers that the entire material, if not the company, was biased. Consequently, an artist was hired to complete the illustrations section of one set of guidelines. This unforeseen circumstance caused the project additional monies and some delay.

III. Recommendations

Under contract terms, Women on Words and Images is submitting 100 copies of each of the guidelines. The preparation and validation procedures discussed above have resulted in two basic tools intended for use by vocational educators in their efforts to develop and evaluate materials under terms of sex fairness. The third tool would encourage sex-fair practices with existing materials. It is recommended, therefore, that funding be sought so that each set of guidelines can be reproduced and placed in appropriate quantity with regional and state directors of vocational education as well as B.O.A.E. funding recipients.

Appendix A

Categories of Classification*

1. Male/Femal imbalance in text/narration.
2. Male/Female imbalance in illustrations.
3. Stereotyped occupations, dominated by males.
4. Materia - aimed at one sex only.
5. Tokenism - male or female.
6. Attempted fairness.
7. Family responsibilities.
8. Grooming.
9. Language.
10. Inconsistency within a material.
11. Changing Roles of males and females.

* based on WOWI, Help Wanted: Sexism in Career Education Materials,
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We the People ... Guidelines for Eliminating
Sex-Biased Language, 1976.

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of Human Potential.

MacMillan. Guidelines for Creating Positive Sexual and
Racial Images in Educational Materials, 1975.

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and Technology, 1973.

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Teachers of English, Scott, Foresman and Company,
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Appendix B

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Scott, Foresman and Company, Guidelines for Improving the Image of Women in Textbooks, 1972.

University of the State of New York. The State Education Department. Reviewing Curriculum for Sexism. 1975.

Women on Words & Images Guidelines for Non-Sexist Education, 1975.

Analysis Instrument for Vocational Education Materials

Research assistant: Record exactly instances of sex bias for each category on indicated color, Material citation must be accurate and complete.

1. Personal Traits - (green card)

- a. Stereotypical character temperament attributed to females.
- b. Stereotypical character temperament attributed to males.
- c. Occupations considered suitable based on either of above.
- d. Competence/ineptitude displayed by either sex.

2. Physical Attributes (pink card)

- a. Grooming advice - female
- b. Grooming advice - male
- c. Physical description - male
- d. Physical description - female

3. Occupational Roles

- a. Range of occupations for females
- b. Range of occupations for males
- c. Males/females in leadership roles
- d. Tokenism - either sex

4. Social Roles

- a. Work/family interrelationships
- b. Social roles at work

5. Language (yellow card)

- a. Use of generic "he" "man" words
- b. Use of "she" in Female dominated occupations
- c. Inclusion of revised job titles
- d. Use of sex-neutral language
- e. Linguistic freeze

6. Illustrations (white with red dot)

- a. Male/Female balance
- b. Occupations restricted in range for either sex
- c. Demeanor appropriate to activity
- d. Group configurations
- e. Male/female balance in graphs charts

7. Omission

- a. Failure to include either sex
- b. Failure to attempt fairness
- c. Changing sex roles of males and females

8. Attempts at Fairness

- a. Changing roles of women
- b. Changing roles of men
- c. Affirmative action procedures
- d. Civil Rights Act Title IX

NOTE

Narration - in audio materials be sure to note the sex of narrator.

Materials Analyzed by Occupational Cluster and Producer - C/OE

(C) N = 35

(SD) N = 21

Communications & Media

Amacom, The Communicator,
Coffin Illus., Estiada, 1975

Louisiana State Dept.
of Education. Baton
Rouge, Communications:
Industrial Arts Curri-
culum Guide. Middle
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1974. 55p. (tentative)

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cations: Industrial
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Grades 9-12. Bulletin
no. 1325 (tentative)
no auth., 1974, 184 p.

Oregon State Dept. of
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Section. Careers in
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Instructor Guideline.
no auth., 1975, 224 p.

Oregon State Dept. of
Education, Salem, Oregon.
Careers in Communications
Media. Instructor Guide-
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Grant from the U.S. Office
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South-Western Publishing Co.,
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Edition, Russon, Allien R.,
1973

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Division of Vocational
Education. Business
and Office Education Curricu-
lum Guidelines. Bulletin
No. 1246, no auth., 1974.
121pp.

Materials Analyzed by Occupational Cluster and Producer -
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Nelson & Hall Publishers,
Chicago, Illinois, How to
Succeed in the Business of
Finding a Job. Taylor,
Phoebe, 1975.

Rutgers, the State Univ.,
New Brunswick, N.J.,
Curriculum Lab. Business
and Office Occupations
Cluster. Introduction
to Vocations. no auth.,
1975.

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Education

Grolier Educational Cor-
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New York Modern Consumer
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Ammerman. Gale R., 1975.

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Accident Preventions Manual
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Seide, Diane, 1973.

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United Feature Syndicate, Inc.,
Choosing your Career: Trans-
portation. 1975. (posters)

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(C)

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Amacom, Defining the Manager's Job, Worman etc. 1975.

McGraw - Hill, Your Career in Marketing, 1976.

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New York Career Tapes, 1974
Wildlife Specialist
Urban Planner
Sanitation Worker
Air Quality Technician

Personal Services

Prentice-Hall, Textbook of Cosmetology

Macmillan Publishing Company,
Inc., New York, Career Tapes,
1974.

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Veterinarian
Cosmetologist
Chauffeur

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McNight Publishing Company
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(SD)

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Three Year Distribu-
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Bulletin no. 1389. no
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Practice Booklet., Herr,
Nicholas K., 2776. 74p.

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A. Pemberton, 1975.

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Automotive Service Business:
Operation and Management.
Crouse, William H., 1973.

The Scarecrow Press.
Inc., Metuchen, N.J.
Application of Computer
Technology to
Library Processes: A
Syllabus, Becker. Joseph
and Pulsifer, Josephine
1973, contract with
U.S. Office of Education,
Dept. of HEW.

Weber State College,
Ogden Vt., School of
Technology., 39 Learning
Units. Engineering/
Graphics, 140 models
machine. BOAE grant
#G00-75-00324 ("C")
(tentative)

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Louisiana State Dept.
of Education, Baton
Rouge, Journalism
Resource Guide with
Emphasis of Career
Education., Adams, Ezra.
and others June 1974.
78p. Bulletin no. 1338.

Marine Science

None

None

Guidelines for Sex-Fair Vocational Education Materials

Please take a few minutes to evaluate this section of the Guidelines.

A. **Ease of understanding:** For each of these please circle the number on the scale closest to your evaluation.

1. For the most part are the guidelines in this section understandable or do you find them confusing?

1	2	3	4	5
very confusing		understandable		very easy to understand

Comment:

Language _____

Occupational Roles _____

Social Roles _____

Physical Appearance _____

Changing Roles _____

Illustrations _____

Preliminary Draft – For Discussion Only

GUIDELINE EVALUATION (cont'd.)

2. Is the format helpful in understanding the guidelines in this section, or does the format make them hard to follow?

1	2	3	4	5
very hard to follow		useful		very helpful

Comments _____

3. Are the examples helpful or confusing?

1	2	3	4	5
very confusing		useful		very helpful

Comments _____

4. Would you like to see more examples, or were there enough examples?

1	2	3	4	5
too many now		enough		need more

Comments _____

GUIDELINE EVALUATION (cont'd.)

B. Usefulness.

1. On the whole, do the guidelines in this section reflect your present practices, or would they require changes on the part of your organization? (check one)

a. reflect present practices _____
b. would require some changes _____
c. would require many changes _____

2. If instituting these guidelines would require some or many changes, would these be (check one)

a. easy to make _____
b. hard to make _____
c. impossible to make _____

3. If instituting these guidelines would require some or many changes, which specific guideline would be the most difficult to incorporate into your present practice?

- C. Additional Comments: If you have any further thoughts about the ease of understanding these guidelines, their usefulness, or any other aspects, please share them with us.

CHECKLIST EVALUATION

.. Checklist for Sex-Fair Vocational Education Materials

Please take adequate time to evaluate this section.

- A. **Ease of understanding:** For each of these please circle the number on the scale closest to your evaluation.

1. For the most part are the checklist items in this section understandable or do you find them confusing?

1	2	3	4	5
very confusing		understandable		very easy to understand

Comments _____

2. Is the format helpful in understanding the checklist items in this section, or does the format make them hard to follow?

1	2	3	4	5
very confusing		useful		very helpful

Comments _____

3. Are the examples helpful or confusing?

1	2	3	4	5
very confusing		useful		very helpful

Comments _____

CHECKLIST EVALUATION (cont'd.)

4. Would you like to see more examples, or were there enough examples?

1	2	3	4	5
too many now		enough		need more

Comments _____

5. Do you find similar questions on the checklist redundant or reinforcing?

1	2	3	4	5
redundant				reinforcing

Comments _____

6. Is the checklist too long for practical use?

1	2	3	4	5
too long				not long enough

Comments _____

B. Usefulness.

1. Are the checklist items generally applicable to materials used and to materials to be evaluated?

- a. generally applicable to materials _____
- b. sometimes applicable to materials _____
- c. not applicable to materials _____

CHECKLIST EVALUATION (cont'd.)

Comments _____

2. Does the checklist succeed in increasing your awareness of the range and subtleties of sexism in materials? (check one)

a. increases awareness _____
b. does not increase awareness _____

Comments _____

3. On the whole, does the checklist in this section reflect your present practices, or would it require changes on the part of your organization? (check one)

a. reflect present practices _____
b. would require some changes _____
c. would require many changes _____

Comments _____

4. If instituting this checklist would require some or many changes, would these be (check one)

a. easy to make _____
b. hard to make _____
c. impossible to make _____

Comments _____

CHECKLIST EVALUATION (cont'd.)

5. If instituting this checklist would require some or many changes, which specific items would be the most difficult to incorporate into your present practice?

- C. **Additional Comments.** If you have any further thoughts about the ease of understanding this checklist, its usefulness, or any other aspects, please share them with us.

GUIDELINE EVALUATION

Please take a few minutes to evaluate these guidelines for the creative use of biased materials.

For each of these questions, circle the number on the scale closest to your evaluation.

1. For the most part are the guidelines in this section understandable or do you find them confusing?

1	2	3	4	5
very confusing		understandable		very easy to understand

Give reason(s) for rating: _____

2. Is the format helpful in understanding the guidelines in this section or does the format make them hard to follow?

1	2	3	4	5
very hard to follow		useful		very helpful

Give reason(s) for rating: _____

3. Has sufficient information been given in these guidelines to make them useful?

1	2	3	4	5
insufficient information		adequate information		sufficient information

Give reason(s) for rating: _____

4. Would most teachers or instructors be able to implement these guidelines?

1	2	3	4	5
few		most		all

Give reason(s) for rating: _____

5. Would you find the expansion of these guidelines into a pamphlet for teachers useful?

1	2	3	4	5
not useful		useful		very useful

Give reason(s) for rating: _____

References

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- Vetter. Louise. David W. Stockburger. Christine Brose. 1974. Career Guidance Materials: Implications for Women's Career Development. Columbus, Ohio: The Center for Vocational Education, Ohio State University.
- Women on Words and Images. 1972. Dick and Jane as Victims: Sex Stereotyping in Children's Readers. Princeton, N.J.
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